

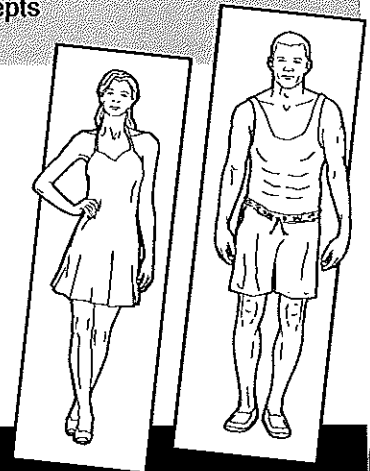
# LESSON 4

## Built to Last

Student Learning Objectives:	National Health Education Standards:
1. Describe the relationship of self perception, body image, body weight, and physical activity.	• Core Concepts
2. Analyze how one's own perception of weight influences healthy eating and being physically active.	• Analyzing Influences
3. Explain how weight management is influenced by healthy eating and being physically active.	• Core Concepts

### Lesson Synopsis

Review the previous lesson on personalized daily food plans. Discuss body image and weight and the range of normal body types among sixth grade students. Show a video that describes unhealthy and healthy ways to approach weight management. Analyze how six fictional students' perceptions of weight might influence the foods they eat and their physical activity. Assign as homework the task of making recommendations for nutrition and physical activity that will help fictional sixth graders maintain a healthy body weight and positive body image.



Activity	Time in Minutes	Materials Needed
Introduction	2	• None
Teacher Input	30	<p>Health Education Materials</p> <ul style="list-style-type: none"> <li>• Video [DVD]: <i>Say Know to Diets</i>, Human Relations Media (14 minutes, edited version)</li> <li>• Poster: "Everyone is Different. So, What is Normal?" Oregon Dairy Council</li> <li>• Teacher Reference Pamphlet: "Eating Disorders: What? Why?" ETR Associates</li> <li>• Teacher Reference Pamphlet: "Eating Disorders: What Everyone Should Know," American College Health Association</li> <li>• Teacher Reference Booklet: "Eating Disorders: They Can Be Treated," Channing Bete</li> </ul> <p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>• Slide Master: "Idealized Body Types"</li> <li>• Slide Master: "<i>Say Know to Diets</i>: Video Discussion Questions"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>• Magazines (Suggestion)</li> <li>• Pens and pencils</li> <li>• Writing paper</li> <li>• Projector</li> <li>• Slides</li> </ul>

<b>Application or Skill Practice</b>	11	<p>Health Education Materials</p> <ul style="list-style-type: none"> <li>Physical Education Lessons on Body Image: <i>Every Body Is Good</i>, online at <a href="http://www.mmhclearinghouse.org">www.mmhclearinghouse.org</a> (Extension Activity)</li> </ul> <p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>Teacher Master: "What Would You Tell This Friend? Situation Cards"</li> <li>Slide Master: "What Would You Tell This Friend? Discussion Questions"</li> <li>Teacher Reference—Assessment: "Assessment Rubric for Skill Development: What Would You Tell This Friend?"</li> <li>Student Self-Assessment Rubric: "What Would You Tell This Friend?"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>Projector</li> <li>Slide</li> <li>Pens and pencils</li> <li>Writing paper</li> </ul>
<b>Closure</b>	2	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> <li>Student Handout: "Olivia's Daily Food Plan"</li> <li>Student Handout: "Brianna's Daily Food Plan"</li> <li>Student Handout: "Samantha's Daily Food Plan"</li> <li>Student Handout: "Ethan's Daily Food Plan"</li> <li>Student Handout: "Jose's Daily Food Plan"</li> <li>Student Handout: "James' Daily Food Plan"</li> <li>Student Worksheet: "What Would You Tell This Friend?"</li> <li>Teacher Keys: "What Would You Tell This Friend? Olivia, Brianna, Samantha, Ethan, Jose, and James"</li> <li>Family Resource Sheet: "Helping Children Eat Healthy and Play Hard"</li> </ul> <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> <li>Student folders or file folders</li> <li>Computer with Internet access (Suggestion)</li> </ul>
<b>TOTAL</b>	<b>45</b>	

## Preparation

Prior to the Lesson:

- Decide if you want to assess** student skill development. A rubric, "Assessment Rubric for Skill Development: What Would You Tell This Friend?" is provided for you to use at the end of this lesson.
- Decide if you want students to assess** their own progress. **Duplicate** the rubric, "What Would You Tell This Friend?" for students if you plan to have them use it.
- Read** the teacher reference pamphlets and booklet, "Eating Disorders: What? Why?," "Eating Disorders: What Everyone Should Know," and "Eating Disorders: They Can Be Treated," to become familiar with the issues related to eating disorders.

For Teacher Input:

- Decide** how you will divide your class into six small groups: three groups of girls and three groups of boys.
- Display** the poster, "Everyone is Different. So, What is Normal?"
- Prepare** slides of the slide masters, "Idealized Body Types" and "Say *Know* to Diets: Video Discussion Questions."

For Application or Skill Practice:

- **Duplicate** the teacher master, "What Would You Tell This Friend? Situation Cards," and **cut apart** the situations so that the students in each small group get copies of the same situation. If you have five students in each group, you will need five copies.
- **Prepare** a slide of the slide master, "What Would You Tell This Friend? Discussion Questions."


For Closure:

- **Duplicate** the student worksheet, "What Would You Tell This Friend?" for each student.
- **Duplicate** the student handouts, "Olivia's Daily Food Plan," "Brianna's Daily Food Plan," "Samantha's Daily Food Plan," "Ethan's Daily Food Plan," "Jose's Daily Food Plan," and "James' Daily Food Plan," so that all of the students in each small group get copies of the Daily Food Plan for their assigned fictional student.
- **Duplicate** the family resource sheet, "Helping Children Eat Healthy and Play Hard," for students to take home.

## LESSON PROCEDURE



**Introduction:** Review the previous lesson on personalized daily food plans. Introduce this lesson on how healthy eating and physical activity affect weight.



Approximately 2 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Identify students' reactions to their personalized daily food plans.	<p><i>If your 24-hour food and activity log matched your daily food plan perfectly, please stand up.</i></p> <p>If any students stand, have the class applaud their healthy habits.</p> <p>If no one stands, continue.</p> <p><i>If you have been able to make a change to start putting your daily food plan into action, please stand up.</i></p> <p>If any students stand, have the class applaud their healthy habits.</p> <p>If no one stands, continue.</p> <p><i>If you have decided what you need to change to put your daily food plan into action, please stand up.</i></p> <p>All students should be standing. Give everyone a hand.</p>	 <p>Students may want to tell you one thing they have done to implement their daily food plan since the last lesson.</p>
State the focus of the lesson.	<p><i>Today we'll talk about how we see ourselves and how healthy eating and physical activity affect weight.</i></p>	

**Teacher Input:** Discuss body image and weight. Describe unhealthy and healthy ways to approach weight management.

Approximately 30 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Form small groups.</p> <p>Discuss idealized body types and whether or not these standards are realistic using the slide master, "Idealized Body Types."</p> 	<p>Form six small groups: three groups of girls and three of boys. Assign group roles: leader, spokesperson, and recorder.</p> <p>Display the slide, "Idealized Body Types."</p> <p><i>In your small group, discuss the four items on this slide. Recorders, take notes. Spokespersons, be prepared to share your group's ideas in five minutes.</i></p> <ul style="list-style-type: none"> <li>• List three characteristics of the ideal male body type.</li> <li>• List three characteristics of the ideal female body type.</li> <li>• How many people do you know who actually look like this?</li> <li>• How do you think it feels to look different than this?</li> </ul> <p>After five minutes, read each item and call on the spokespersons to share a couple ideas for each item.</p> <p>Summarize the discussion:</p> <p><i>We see these "perfect" bodies on television and in magazines and movies. We start believing this is how everyone should look, but in reality, very few people look this way. If we don't look perfect, we may feel bad about ourselves and try unhealthy things to change the way we look.</i></p>	 <p>You may want students to look through magazines and select photos depicting ideal body types.</p>
<p>Discuss the range of normal body types using the poster, "Everyone is Different. So, What is Normal?"</p>	<p>Display the poster, "Everyone is Different. So, What is Normal?"</p> <p><i>These are all normal body types; yet, they are all unique. You inherited your basic body type from your parents. The four basic body types are rectangular, pear, triangle, or hourglass. This body type will stay with you throughout life, so it is important that you love your body just the way it is.</i></p> <p><i>Also, while you are growing, some of you will grow faster or slower than others. This is normal, so you will be much happier if you are patient with yourself. Eventually, you will all become adults, and it won't matter who grew first or last.</i></p> <p><i>Body type and rate of growth are factors you cannot change about your appearance.</i></p>	
<p>Identify ways nutrition and physical activity can impact appearance.</p>	<p><i>Now, let's talk about the things you can change about your appearance if you want to.</i></p>	

	<p><b><i>How can what you eat affect your appearance?</i></b></p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• The foods you eat can give you a healthy, energetic look.</li> <li>• If you are overweight, your food choices can help you lose weight.</li> <li>• If you are underweight, your food choices can help you gain weight.</li> </ul> <p><b><i>How can your physical activities affect your appearance?</i></b></p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Being physically active can give you a healthy, energetic look.</li> <li>• Being physically active can give your body good muscle tone and improve your posture.</li> <li>• If you are overweight, increasing your physical activities can help you lose weight.</li> <li>• If you are underweight, modifying your physical activity can help you gain weight.</li> </ul>	
<p>Explain healthy and unhealthy ways to manage weight using the video, <i>Say Know to Diets</i>.</p> <p>Use the slide master, "Say Know to Diets: Video Discussion Questions," to help students focus on the two questions.</p> 	<p><i>When people are unhappy with their appearance, it may be tempting to make unhealthy choices. Let's watch a video about unhealthy and healthy ways to manage weight. As you watch the video, make two lists of ways to manage weight: a list of healthy ways and a list of unhealthy ways.</i></p> <p>Show the video, <i>Say Know to Diets</i>.</p> <p>Display the slide, "Say Know to Diets: Video Discussion Questions."</p> <p><i>In your small groups, share your lists. In five minutes, each spokesperson should be prepared to tell unhealthy ways and healthy ways to manage weight.</i></p> <p>Allow the small groups five minutes to record their answers.</p>	
<p>List healthy and unhealthy ways to manage weight.</p>	<p>Discuss the video by calling on each group's spokesperson to provide one answer to each of the following questions. Continue calling on spokespersons until all the answers have been shared.</p> <p><b><i>What are unhealthy ways to manage weight?</i></b></p> <p>Answers:</p> <ul style="list-style-type: none"> <li>• Fad diets</li> <li>• Limit calories too much</li> <li>• Low-carbohydrate diet</li> <li>• Vegetable-only diet</li> <li>• All-meat diet</li> <li>• Obsessively restricting fat</li> <li>• Eating disorders</li> </ul>	 <p>Add the following two statements even though they are not mentioned in the video.</p> <ul style="list-style-type: none"> <li>• Skipping meals is an unhealthy way to manage weight.</li> <li>• Caffeine, tobacco, or diet pill use are unhealthy ways to manage weight or stress. This is also addressed in the Alcohol, Tobacco, and Other Drug unit.</li> </ul>

### What are healthy ways to manage weight?

#### Answers:





- Eat food that includes all nutrients
- Eat a variety of healthy foods
- Cut out foods that are high in solid fats and/or added sugar
- Be more active
- Eat breakfast
- Make healthy selections when eating out
- Watch portion size
- Drink water or lowfat milk, not soda
- Lose weight slowly
- Be yourself



If students want to talk about eating disorders, be careful not to specify the unhealthy methods people with eating disorders use to lose weight. Remind the students that young people who have unhealthy eating patterns need to get help to treat a potentially life-threatening problem.




**Application or Skill Practice:** Analyze how students' perceptions of weight might influence what they eat and their physical activity.

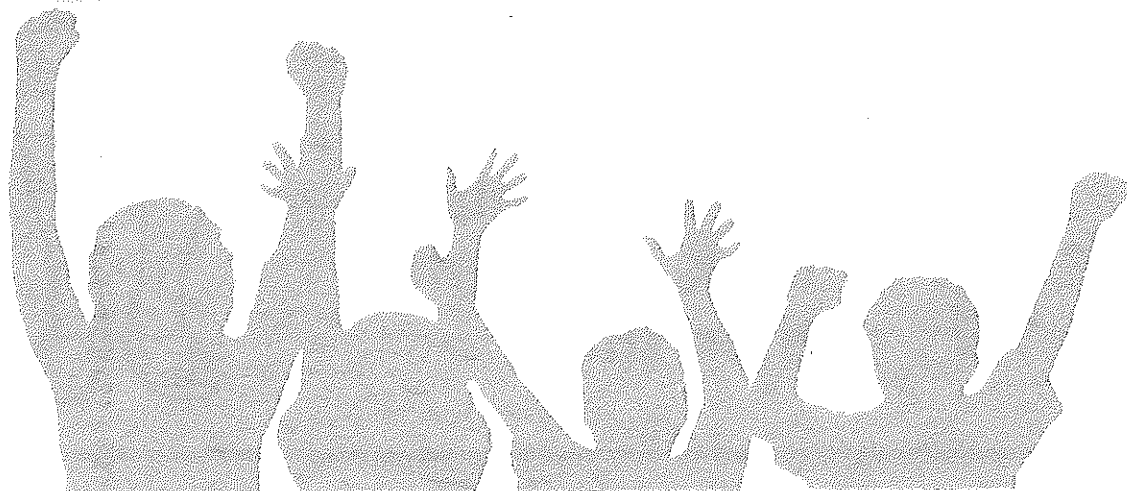
Approximately 11 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Analyze situations to determine how perceptions of weight might influence healthy eating and physical activity using the teacher masters, "What Would You Tell This Friend? Situation Cards," and the slide master, "What Would You Tell This Friend? Discussion Questions."</p> 	<p>Distribute copies of one situation card to the students in each small group. Give each group of girls a situation involving a girl, and give each group of boys a situation involving a boy.</p> <p><i>Now that we know about healthy eating and healthy ways to manage weight, it's time to use what we know. I have given each small group a situation. You will discuss how the sixth grade student in your situation might feel about his or her weight and body. Then talk about how those feelings might influence how he or she eats and gets physical activity. After five minutes, I will ask each group's spokesperson to read their situation and share one idea from your discussion.</i></p> <p>Display the slide, and ask the students to discuss the questions in their small groups.</p> <p>After five minutes, call on each group's spokesperson to read their situation and share one idea from their group's discussion.</p>	 <p>Use the teacher assessment rubric or have students use the self-assessment rubric provided at the end of the lesson if you want to assess students' skill development.</p>   <p>Encourage your physical education teacher to use the curriculum, "Every Body Is Good." It can be found at this website.</p> <p><a href="http://www.mmhclearinghouse.org">www.mmhclearinghouse.org</a></p>

**Closure:** Assign as homework the task of making recommendations for nutrition and physical activity that will help sixth graders maintain a healthy body weight.

Approximately 2 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Make recommendations for maintaining a healthy body weight using the student worksheet, "What Would You Tell This Friend?" and the student handouts, "Olivia's Daily Food Plan," "Brianna's Daily Food Plan," "Samantha's Daily Food Plan," "Ethan's Daily Food Plan," "Jose's Daily Food Plan," and "James' Daily Food Plan."</p> 	<p>Distribute a student worksheet to each student. Give the students in each small group copies of the student handout on the daily food plan that matches the student in their assigned situation.</p> <p><i>Your homework assignment is to make some recommendations for your assigned student's situation. You will suggest how he or she can eat healthy and get the physical activity that will help him or her have a healthy body weight.</i></p> <p>Tell students when the assignment is due.</p>	 <p>If you prefer, have students go online to <a href="http://www.ChooseMyPlate.gov">www.ChooseMyPlate.gov</a> and look up the Daily Food Plan for their student instead of using the teacher masters of the Daily Food Plans.</p>
<p>Remind students to place their work and handouts in their folders.</p>	<p><i>Please place all your handouts and worksheets in your folder. You will use the contents of your folder during the last lesson of this unit.</i></p>	
<p>Distribute copies of the family resource sheet, "Helping Children Eat Healthy and Play Hard."</p> 	<p><i>Here is some information to take home to your family about eating healthy and getting physical activity. Talk with your family about how much food to eat from the five food groups and how much physical activity to get each day.</i></p>	
<p>Preview the next health lesson.</p>	<p><i>In our next health lesson, we will talk about ways we can eat healthy and get the proper amount of physical activity.</i></p>	





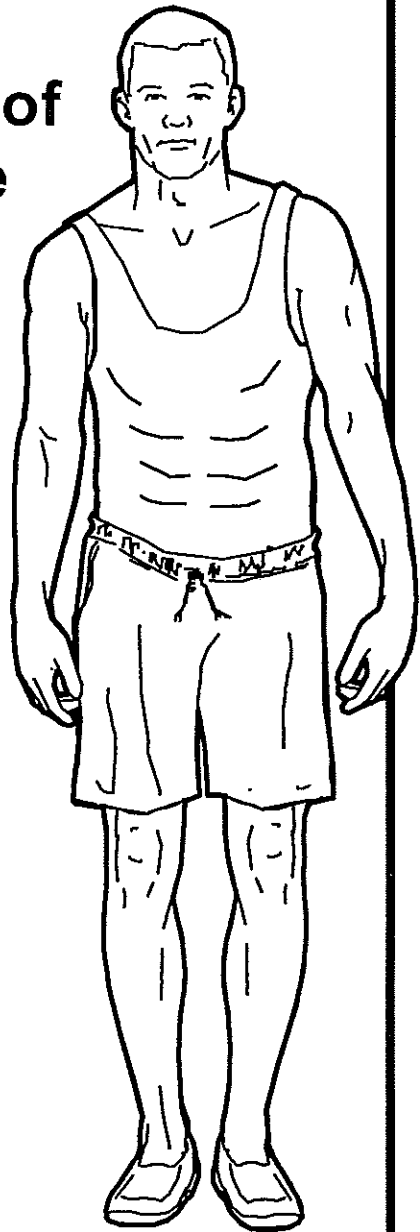
# Idealized Body Types

- List three characteristics of the ideal male body type.

- List three characteristics of the ideal female body type.

- How many people do you know who actually look like this?

- How do you think it feels to look different than this?





# ***Say Know to Diets***

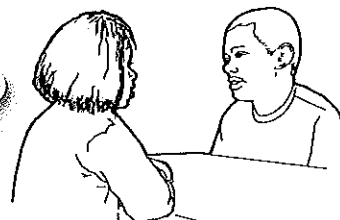
## **Video Discussion Questions**

- What are unhealthy ways to manage weight?
  
- What are healthy ways to manage weight?



# What Would You Tell This Friend?

## Situation Cards



### Olivia

Olivia plays the piano. She practices at least an hour each day. She also likes to write music. Her parents ask her to go on family walks with them. She would rather play her piano.

Olivia is one of the shortest girls in her class. She wonders when she will start growing like the other girls. She feels lucky because she can eat all the French Fries she wants without getting fat. Her friends are jealous.

Olivia is 11 years old, four foot nine inches tall, and weighs 110 pounds. She gets less than 30 minutes of physical activity each day.

### Brianna

Brianna is a dancer. She loves dancing, so she takes classes and attends practices three times a week. She dances at home one and a half to two hours a day.

Brianna is worried about the changes she sees in her figure this year. She is growing taller and has to wear clothes that are a larger size than before. When she looks in the mirror, she says, "I'm getting so fat!" She has decided to eat only two meals a day. She skips lunch so her mom doesn't worry about her.

Brianna is 12 years old, five foot two inches tall, and weighs 75 pounds. She gets more than 60 minutes of physical activity each day.

### Samantha

Samantha likes to read and watch television and movies. While she watches TV, she eats sweets and fast food. She has grown faster than the other kids in her class. She's even taller than all the boys.

Samantha feels bad about herself because the kids at school make jokes about her weight and size. She doesn't like the way she looks. Her clothes don't fit very well.

Samantha is 12 years old, five foot four inches tall, and weighs 152 pounds. She gets less than 30 minutes of physical activity each day.



### **Ethan**

Ethan wants to be a good football player. He joined a team a couple years ago and has learned a lot about the game.

Ethan is frustrated because his friends on the team seem to be growing faster than he is. The coach lets them play more than he does.

Ethan is 12 years old, five foot one inch tall, and weighs 98 pounds. He gets more than 60 minutes of physical activity each day.

### **Jose**

Jose wants to be a wrestler. His dad was a good wrestler in college, and his brother wrestles on his high school team. He has learned lots of moves from his brother.

Jose only works out when his brother asks him to help him practice. He wants to start building more muscle, but isn't sure how to get started. He's tired of the kids at school calling him "tubby" and being the last one picked for teams in PE class.

Jose is 11 years old, four foot nine inches tall, and weighs 130 pounds. He gets 30 to 60 minutes of physical activity each day.

### **James**

James is one of the tallest people in his class. He loves to play basketball and run track.

James likes to be active. Lately, he runs out of energy in the middle of the game. He eats candy bars during breaks to give himself extra energy, but that doesn't seem to help.

James is 12 years old, five foot four inches tall, and weighs 85 pounds. He gets more than 60 minutes of physical activity each day.



# What Would You Tell This Friend?

## Discussion Questions

- How do you think the sixth grade student in your situation might feel about his or her weight and his or her body?
- How do you think these feelings might influence how he or she eats and gets physical activity?





# Olivia's Daily Food Plan

Based on the information Olivia provided, this is her daily recommended amount for each food group.



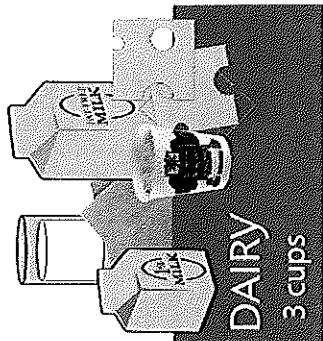
**GRAINS**  
5 ounces



**VEGETABLES**  
2 cups



**FRUITS**  
1 1/2 cups



**DAIRY**  
3 cups



**PROTEIN FOODS**  
5 ounces

## Make half your grains whole

Aim for at least **3 ounces** of whole grain a day

## Vary your veggies

Aim for these amounts **each week:**

**Dark green veggies**  
= 1 1/2 cups

**Red & orange veggies**  
= 4 cups

**Beans & peas**  
= 1 cups

**Starchy veggies**  
= 4 cups

**Other veggies**  
= 3 1/2 cups

## Focus on fruits

Eat a variety of fruit

Choose whole or cut-up fruits more often than fruit juice

## Get your calcium-rich foods

Drink fat-free or low-fat (1%) milk, for the same amount of calcium and other nutrients as whole milk, but less fat and Calories

Select fat-free or low-fat yogurt and cheese, or try calcium-fortified soy products

## Go lean with protein

Twice a week, make seafood the protein on your plate

Vary your protein routine—choose beans, peas, nuts, and seeds more often

Keep meat and poultry portions small and lean

## Find your balance between food and physical activity

Be physically active for at least **60 minutes** each day.

## Know your limits on fats, sugars, and sodium

Your allowance for oils is **5 teaspoons** a day.

Limit Calories from solid fats and added sugars to **120 Calories** a day.

Reduce sodium intake to less than **2300 mg** a day.

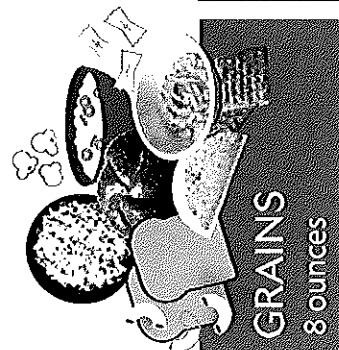
**Your results are based on a 1600 Calorie pattern.**

This Calorie level is only an estimate of your needs. Monitor your body weight to see if you need to adjust your Calorie intake.



# Brianna's Daily Food Plan

Based on the information Brianna provided, this is her daily recommended amount for each food group.



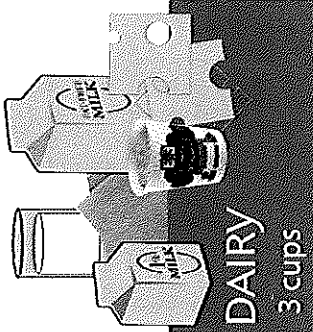
**GRAINS**  
8 ounces



**VEGETABLES**  
3 1/2 cups



**FRUITS**  
2 cups



**DAIRY**  
3 cups



**PROTEIN FOODS**  
6 1/2 ounces

## Make half your grains whole

Aim for at least **4 ounces** of whole grain a day

## Vary your veggies

Aim for these amounts **each week:**

**Dark green veggies**  
= 2 cups

**Red & orange veggies**  
= 6 cups

**Beans & peas**  
= 2 cups

**Starchy veggies**  
= 6 cups

**Other veggies**  
= 5 cups

## Focus on fruits

Eat a variety of fruit

Choose whole or cut-up fruits more often than fruit juice

## Get your calcium-rich foods

Drink fat-free or low-fat (1%) milk, for the same amount of calcium and other nutrients as whole milk, but less fat and Calories

Select fat-free or low-fat yogurt and cheese, or try calcium-fortified soy products

## Go lean with protein

Twice a week, make seafood the protein on your plate

Vary your protein routine—choose beans, peas, nuts, and seeds more often

Keep meat and poultry portions small and lean

## Find your balance between food and physical activity

Be physically active for at least **60 minutes** each day.

## Know your limits on fats, sugars, and sodium

Your allowance for oils is **7 teaspoons** a day.

Limit Calories from solid fats and added sugars to **330 Calories** a day.

Reduce sodium intake to less than **2300 mg** a day.

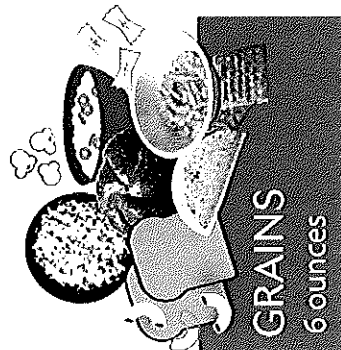
**Your results are based on a 2400 Calorie pattern.**

This Calorie level is only an estimate of your needs. Monitor your body weight to see if you need to adjust your Calorie intake.



# Samantha's Daily Food Plan

Based on the information Samantha provided, this is her daily recommended amount for each food group.



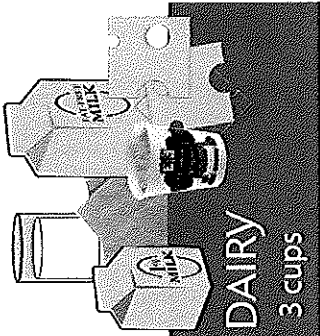
**GRAINS**  
6 ounces



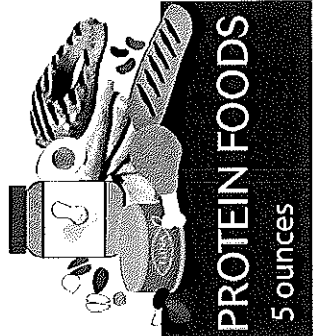
**VEGETABLES**  
2 1/2 cups



**FRUITS**  
1 1/2 cups



**DAIRY**  
3 cups



**PROTEIN FOODS**  
5 ounces

## Make half your grains whole

Aim for at least  
**3 ounces**  
of whole grain a day

## Vary your veggies

Aim for these amounts  
**each week:**  
**Dark green veggies**  
= 1 1/2 cups  
**Red & orange veggies**  
= 5 1/2 cups  
**Beans & peas**  
= 1 1/2 cups  
**Starchy veggies**  
= 5 cups  
**Other veggies**  
= 4 cups

## Focus on fruits

Eat a variety of fruit  
Choose whole or cut-up  
fruits more often than  
fruit juice

## Get your calcium-rich foods

Drink fat-free or low-fat  
(1%) milk, for the same  
amount of calcium and  
other nutrients as whole  
milk, but less fat and  
Calories  
Select fat-free or low-fat  
yogurt and cheese, or  
try calcium-fortified soy  
products

## Go lean with protein

Twice a week, make  
seafood the protein on  
your plate  
Vary your protein routine—  
choose beans, peas, nuts,  
and seeds more often  
Keep meat and poultry  
portions small and lean

## Find your balance between food and physical activity

Be physically active for at least **60 minutes** each day.

## Know your limits on fats, sugars, and sodium

Your allowance for oils is **5 teaspoons** a day.  
Limit Calories from solid fats and added sugars to **160 Calories** a day.  
Reduce sodium intake to less than **2300 mg** a day.

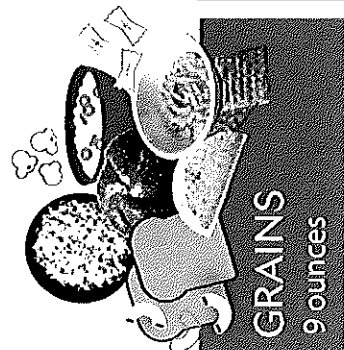
**Your results are based on a 1800 Calorie pattern.**

This Calorie level is only an estimate of your needs. Monitor your body weight to see if you need to adjust your Calorie intake.



# Ethan's Daily Food Plan

Based on the information Ethan provided, this is his daily recommended amount for each food group.



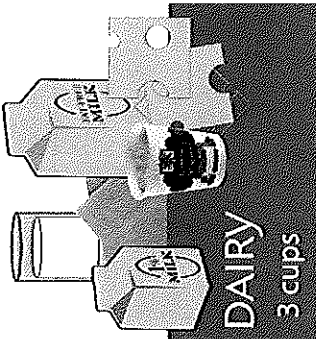
**GRAINS**  
9 ounces



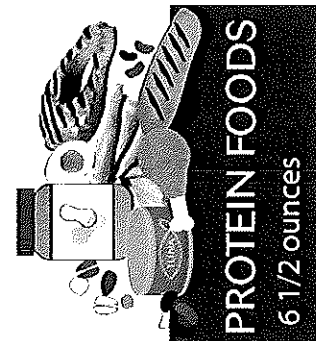
**VEGETABLES**  
3 1/2 cups



**FRUITS**  
2 cups



**DAIRY**  
3 cups



**PROTEIN FOODS**  
6 1/2 ounces

## Make half your grains whole

Aim for at least  
**4 1/2 ounces**  
of whole grain a day

## Vary your veggies

Aim for these amounts  
**each week:**

**Dark green veggies**

= 2 1/2 cups

**Red & orange veggies**

= 7 cups

**Beans & peas**

= 2 1/2 cups

**Starchy veggies**

= 7 cups

**Other veggies**

= 5 1/2 cups

## Focus on fruits

Eat a variety of fruit

Choose whole or cut-up  
fruits more often than  
fruit juice

## Get your calcium-rich foods

Drink fat-free or low-fat  
(1%) milk, for the same  
amount of calcium and  
other nutrients as whole  
milk, but less fat and  
Calories

Select fat-free or low-fat  
yogurt and cheese, or  
try calcium-fortified soy  
products

## Go lean with protein

Twice a week, make  
seafood the protein on  
your plate

Vary your protein routine—  
choose beans, peas, nuts,  
and seeds more often

Keep meat and poultry  
portions small and lean

## Find your balance between food and physical activity

Be physically active for at least 60 minutes each day.

## Know your limits on fats, sugars, and sodium

Your allowance for oils is **8 teaspoons** a day.

Limit Calories from solid fats and added sugars to **360 Calories** a day.

Reduce sodium intake to less than **2300 mg** a day.

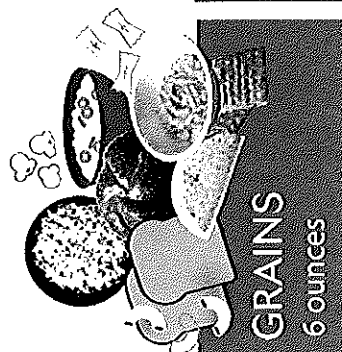
**Your results are based on a 2600 Calorie pattern.**

This Calorie level is only an estimate of your needs. Monitor your body weight to see if you need to adjust your Calorie intake.

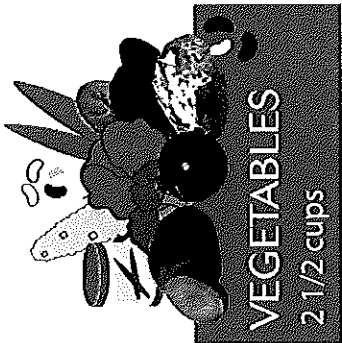


# Jose's Daily Food Plan

Based on the information Jose provided, this is his daily recommended amount for each food group.



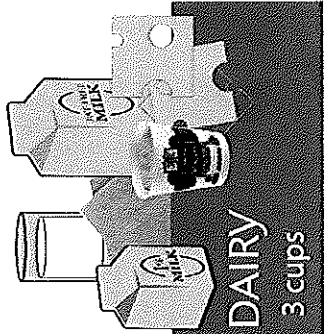
**GRAINS**  
6 ounces



**VEGETABLES**  
2 1/2 cups



**FRUITS**  
2 cups



**DAIRY**  
3 cups



**PROTEIN FOODS**  
5 1/2 ounces

## Make half your grains whole

Aim for at least **3 ounces** of whole grain a day

## Vary your veggies

Aim for these amounts **each week:**

**Dark green veggies**

= 1 1/2 cups

**Red & orange veggies**

= 5 1/2 cups

**Beans & peas**

= 1 1/2 cups

**Starchy veggies**

= 5 cups

**Other veggies**

= 4 cups

## Focus on fruits

Eat a variety of fruit

Choose whole or cut-up fruits more often than fruit juice

## Get your calcium-rich foods

Drink fat-free or low-fat (1%) milk, for the same amount of calcium and other nutrients as whole milk, but less fat and Calories

Select fat-free or low-fat yogurt and cheese, or try calcium-fortified soy products

## Go lean with protein

Twice a week, make seafood the protein on your plate

Vary your protein routine—choose beans, peas, nuts, and seeds more often

Keep meat and poultry portions small and lean

## Find your balance between food and physical activity

Be physically active for at least **60 minutes** each day.

## Know your limits on fats, sugars, and sodium

Your allowance for oils is **6 teaspoons** a day.

Limit Calories from solid fats and added sugars to **260 Calories** a day.

Reduce sodium intake to less than **2300 mg** a day.

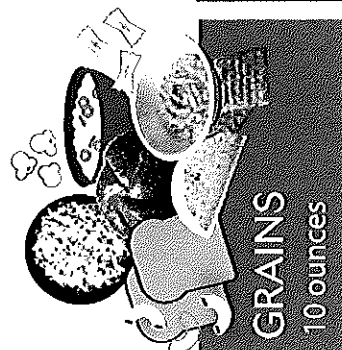
**Your results are based on a 2000 Calorie pattern.**

This Calorie level is only an estimate of your needs. Monitor your body weight to see if you need to adjust your Calorie intake.



# James' Daily Food Plan

Based on the information James provided, this is his daily recommended amount for each food group.



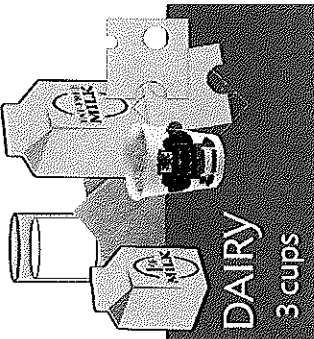
**GRAINS**  
10 ounces



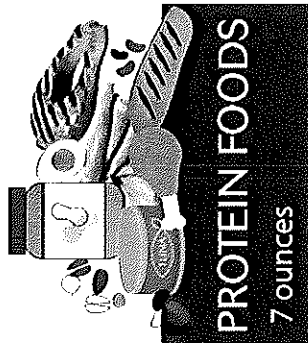
**VEGETABLES**  
3 1/2 cups



**FRUITS**  
2 1/2 cups



**DAIRY**  
3 cups



**PROTEIN FOODS**  
7 ounces

## Make half your grains whole

Aim for at least  
**5 ounces**  
of whole grain a day

## Vary your veggies

Aim for these amounts  
**each week:**  
**Dark green veggies**  
= 2 1/2 cups  
**Red & orange veggies**  
= 7 cups  
**Beans & peas**  
= 2 1/2 cups  
**Starchy veggies**  
= 7 cups  
**Other veggies**  
= 5 1/2 cups

## Focus on fruits

Eat a variety of fruit  
Choose whole or cut-up  
fruits more often than  
fruit juice

## Get your calcium-rich foods

Drink fat-free or low-fat  
(1%) milk, for the same  
amount of calcium and  
other nutrients as whole  
milk, but less fat and  
Calories  
Select fat-free or low-fat  
yogurt and cheese, or  
try calcium-fortified soy  
products

## Go lean with protein

Twice a week, make  
seafood the protein on  
your plate  
Vary your protein routine—  
choose beans, peas, nuts,  
and seeds more often  
Keep meat and poultry  
portions small and lean

## Find your balance between food and physical activity

Be physically active for at least **60 minutes** each day.

## Know your limits on fats, sugars, and sodium

Your allowance for oils is **8 teaspoons** a day.  
Limit Calories from solid fats and added sugars to **400 Calories** a day.  
Reduce sodium intake to less than **2300 mg** a day.

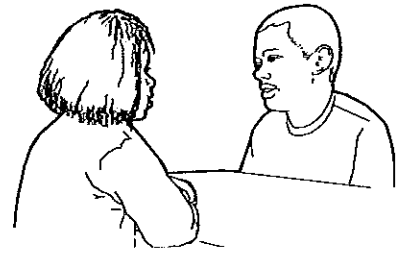
Your results are based on a **2800 Calorie pattern**.

Name: \_\_\_\_\_

This Calorie level is only an estimate of your needs. Monitor your body weight to see if you need to adjust your Calorie intake.



# What Would You Tell This Friend?



Name of the student you are helping: \_\_\_\_\_

Describe the nutrition challenges this person has, if any:

Describe the physical activity challenges this person has, if any:

Describe the weight or body image challenges this person has, if any:

What eating and physical activity habits would you recommend to help this person have a healthy weight and live a healthy lifestyle?

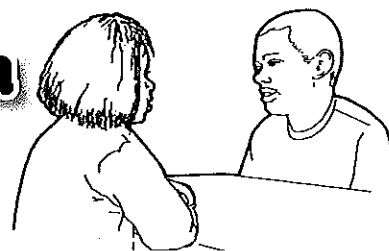
Using the Daily Food Plan for this person, develop a sample one-day menu and physical activity plan to demonstrate your recommendations.

Breakfast	Lunch	Dinner	Snacks

Type of Physical Activity	Length of Time



# What Would You Tell This Friend? Olivia



Name of the student you are helping: Olivia (1600 calories)

Describe the nutrition challenges this person has, if any:

*Olivia can eat high fat, high calorie foods without gaining weight right now, but this will probably cause weight gain in the future if she doesn't change her habits.*

Describe the physical activity challenges this person has, if any:

*Olivia prefers to spend her spare time engaged in music-related interests and does not get the recommended amount of physical activity needed to keep her healthy.*

Describe the weight or body image challenges this person has, if any:

*Olivia is short and has some concerns about when she will start growing.*

What eating and physical activity habits would you recommend to help this person have a healthy weight and live a healthy lifestyle?

*Olivia could improve her health and prepare for her growth spurt by limiting the fatty foods she eats and increasing the amount of lowfat meat and dairy foods and eating more fruits and vegetables. She could increase her physical activities to at least 60 minutes a day, perhaps by listening to music while she works out.*

Using the Daily Food Plan for this person, develop a sample one-day menu and physical activity plan to demonstrate your recommendations.

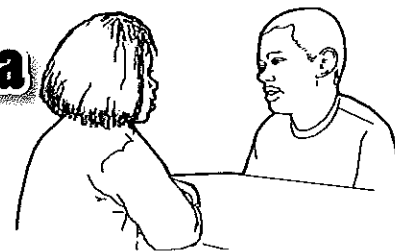
Breakfast	Lunch	Dinner	Snacks
Whole grain cereal, 2 ounces Skim milk, 1 cup Banana	Whole grain bread, two slices Turkey slices, 2 ounces Cheese slices Lettuce, ½ cup Tomato Water	Pear ½ Spinach and romaine lettuce salad, one cup Fish sticks, 3 ounces Muffin Water	Lowfat yogurt with ½ cup fruit Cucumber slices, ½ cup

Calories	Ounces of Grains	Cups of Vegetables	Cups of Fruits	Cups of Dairy	Ounces of Protein Foods	Teaspoons of Oil	Empty Calories	Limit Sodium
1600	5	2	1.5	3	5	5	120	2300 mg

Type of Physical Activity	Length of Time
Fast walk while listening to music on her MP3 player	30 minutes
Dance to her favorite music	30 minutes



# What Would You Tell This Friend? Brianna



Name of the student you are helping: Brianna (2400 calories)

Describe the nutrition challenges this person has, if any:

*Brianna is skipping lunch and eating only two meals a day. This is an unhealthy eating pattern and indicates Brianna needs some help making healthy eating choices.*

Describe the physical activity challenges this person has, if any:

*Brianna is very physically active every day. It is important that she not overdo her physical activities.*

Describe the weight or body image challenges this person has, if any:

*Brianna has begun her growth spurt, but she is not comfortable with her new, growing body. She sees herself as getting fat, instead of growing normally. She is severely limiting her food intake to try to stop her normal growth. Brianna is underweight for her age and height.*

What eating and physical activity habits would you recommend to help this person have a healthy weight and live a healthy lifestyle?

*Brianna would be healthier if she learned how to eat enough calories to support her growth and maintain a healthy weight. With her high level of physical activity, she needs to eat more calories or she will remain underweight and lack the energy she needs to dance.*

Using the Daily Food Plan for this person, develop a sample one-day menu and physical activity plan to demonstrate your recommendations.

Breakfast	Lunch	Dinner	Snacks
Poached or scrambled egg, two Whole wheat toast, two slices Skim milk, one cup Orange juice, one cup	Mixed greens lettuce salad, two cups Cheese, grated Almonds Tomato wedges Lowfat dressing Chocolate milk, lowfat Bran muffin Water	Chicken or tofu stir fry, with oriental vegetables Brown rice, two ounces Muffin Water	Lowfat yogurt with two ounces of granola Apple Baby carrots, one cup String cheese

Calories	Ounces of Grains	Cups of Vegetables	Cups of Fruits	Cups of Dairy	Ounces of Protein Foods	Teaspoons of Oil	Empty Calories	Limit Sodium
2400	8	3	2	3	6.5	7	330	2300 mg

Type of Physical Activity	Length of Time
Continue dance classes and practices three times a week	60-90 minutes
Dance at home one and a half hours on the days she doesn't have a class	60-90 minutes



# What Would You Tell This Friend? Samantha



Name of the student you are helping: Samantha (1800 calories)

Describe the nutrition challenges this person has, if any:

*Samantha likes to eat foods with few nutrients and lots of fat and added sugars while watching television.*

Describe the physical activity challenges this person has, if any:

*Samantha enjoys sedentary activities, like reading and watching television, so she doesn't get enough physical activity to be her healthiest.*

Describe the weight or body image challenges this person has, if any:

*Samantha has hit her growth spurt early. She doesn't like the way she looks and the way her clothes fit. She feels bad about the kids teasing her because she is the tallest and heaviest one in her class. Samantha is overweight for her age and height.*

What eating and physical activity habits would you recommend to help this person have a healthy weight and live a healthy lifestyle?

*Samantha could improve her health by getting more physical activity each day and by eating at mealtime, not while watching television. She could select snacks that are nutrient rich. She could feel more confident about her appearance if she built muscle mass, which would help her manage her weight. She would feel better about herself knowing she was making healthy food and physical activity choices.*

Using the Daily Food Plan for this person, develop a sample one-day menu and physical activity plan to demonstrate your recommendations.

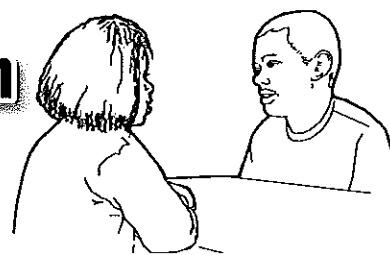
Breakfast	Lunch	Dinner	Snacks
Oatmeal, two ounces Strawberries, $\frac{3}{4}$ cup Skim milk, one cup	Whole wheat flour tortilla, one ounce Ham slices, two ounces Cheese slices, $\frac{1}{2}$ cup Lettuce, $\frac{1}{2}$ cup Carrot sticks, $\frac{1}{2}$ cup Water	Taco shells, one ounce Beef filling, two ounces Cheese, grated, $\frac{1}{2}$ cup Lettuce, $\frac{1}{2}$ cup Tomato, $\frac{1}{4}$ cup Avocado, $\frac{1}{4}$ cup Water	Lowfat pudding, one cup Blueberries, $\frac{1}{2}$ cup Peanut butter, one ounce, and crackers, two ounces

Calories	Ounces of Grains	Cups of Vegetables	Cups of Fruits	Cups of Dairy	Ounces of Protein Foods	Teaspoons of Oil	Empty Calories	Limit Sodium
1800	6	2.5	1.5	3	5	5	160	2300 mg

Type of Physical Activity	Length of Time
Lift weights and do exercises while watching television	60 minutes



# What Would You Tell This Friend? Ethan



Name of the student you are helping: Ethan (2600 calories)

Describe the nutrition challenges this person has, if any:

*Ethan's description doesn't tell us about his eating habits.*

Describe the physical activity challenges this person has, if any:

*Ethan plays football and gets the recommended amount of physical activity each day.*

Describe the weight or body image challenges this person has, if any:

*Ethan is frustrated because he hasn't started his growth spurt, but his friends have. He is not getting the playing time his bigger friends are getting.*

What eating and physical activity habits would you recommend to help this person have a healthy weight and live a healthy lifestyle?

*Ethan could prepare for his growth spurt by eating nutrient-rich foods that will provide the nutrients he needs for growth and energy. He could continue to work out and develop his football skills so that he is ready to play well when his coach calls on him.*

Using the Daily Food Plan for this person, develop a sample one-day menu and physical activity plan to demonstrate your recommendations.

Breakfast	Lunch	Dinner	Snacks
Pancakes, four ounces Syrup Orange juice, one cup Pork sausage, 1 ½ ounces	Hamburger bun, two ounces Hamburger patty, three ounces Lettuce, ¼ cup Tomato, ¼ cup Small fries, ½ cup Corn, 1 cup Apple Water	Chicken breast, roasted, three ounces Wild rice, two ounces Broccoli, ½ cup Baked potato, one cup Skim milk, one cup	Lowfat pudding, one cup String cheese Popcorn, three ounces

Calories	Ounces of Grains	Cups of Vegetables	Cups of Fruits	Cups of Dairy	Ounces of Protein Foods	Teaspoons of Oil	Empty Calories	Limit Sodium
2600	9	3.5	2	3	6.5	8	360	2300 mg

Type of Physical Activity	Length of Time
Run when not in football practice	40 minutes
Lift weights with supervision when not in football practice	20 minutes



# What Would You Tell This Friend? Jose



Name of the student you are helping: Jose (2000 calories)

Describe the nutrition challenges this person has, if any:

*Jose's description doesn't tell us about his eating habits.*

Describe the physical activity challenges this person has, if any:

*Jose doesn't have a regular physical activity routine and only works out when his brother asks for his help with wrestling practice. Jose wants to be a wrestler, but isn't actively working on this goal.*

Describe the weight or body image challenges this person has, if any:

*Jose doesn't like being called names and being the last one picked for teams in PE class because he is overweight. He wants to build muscle. Jose is overweight for his age and height.*

What eating and physical activity habits would you recommend to help this person have a healthy weight and live a healthy lifestyle?

*Jose could improve his health and feel more confident about his physical appearance and build muscle if he got at least 60 minutes of physical activity each day and made healthy food choices.*

Using the Daily Food Plan for this person, develop a sample one-day menu and physical activity plan to demonstrate your recommendations.

Breakfast	Lunch	Dinner	Snacks
Frozen whole wheat waffles, two ounces Syrup Apple juice, one cup	Pizza, pepperoni and cheese, one slice Tossed salad with dark green lettuce, tomato, cucumber, green pepper, 1 ½ cups Lowfat dressing Water	Steak, four ounces Baked potato, one cup Cheese melted on potato, ½ cup Whole wheat bread Skim milk, one cup	Lowfat pudding Hard boiled egg Popcorn, two ounces

Calories	Ounces of Grains	Cups of Vegetables	Cups of Fruits	Cups of Dairy	Ounces of Protein Foods	Teaspoons of Oil	Empty Calories	Limit Sodium
2000	6	2.5	2	3	5.5	6	260	2300 mg

Type of Physical Activity	Length of Time
Ride a bicycle Do strength building exercises, such as lifting weights or pilates	40 minutes 20 minutes



# What Would You Tell This Friend? James



Name of the student you are helping: James (2800 calories)

Describe the nutrition challenges this person has, if any:

*James eats candy bars to try to give himself energy for his sports activities.*

Describe the physical activity challenges this person has, if any:

*James is active in sports and gets the recommended amount of physical activity daily.*

Describe the weight or body image challenges this person has, if any:

*James has begun his growth spurt and is the tallest person in his class. James is underweight for his age and height.*

What eating and physical activity habits would you recommend to help this person have a healthy weight and live a healthy lifestyle?

*James could improve his energy level during his sports activities if he chose foods that provide the calories he needs to maintain his rapid growth and his energy level during vigorous physical activities. Choosing to eat complex carbohydrates and protein will keep his energy up throughout the day. He will also need to eat healthy snacks between meals and drink plenty of water to keep his energy level high.*

Using the Daily Food Plan for this person, develop a sample one-day menu and physical activity plan to demonstrate your recommendations.

Breakfast	Lunch	Dinner	Snacks
Grits, three ounces Pork sausage, two ounces Scrambled eggs, two Orange juice	Spaghetti, three ounces, with tomato sauce, one cup, and parmesan cheese, ¼ cup Tossed salad with cheese, tomato and cucumbers, 2 cups Lowfat dressing Whole wheat roll Water	Chicken, baked, three ounces Green peas, one cup Garlic bread, two slices Watermelon, one cup Skim milk, one cup	String cheese Hard boiled egg Peanuts, one ounce Granola bar Dried apricots, ½ cup

Calories	Ounces of Grains	Cups of Vegetables	Cups of Fruits	Cups of Dairy	Ounces of Protein Foods	Teaspoons of Oil	Empty Calories	Limit Sodium
2800	10	3.5	2.5	3	7	8	400	2300 mg

Type of Physical Activity	Length of Time
Run when not playing sports	40 minutes
Do strength building exercises, such as lifting weights or pilates, when not playing sports	20 minutes

# Helping Children

## Eat Healthy and Play Hard



### How Much Should My Child Eat?

Children in sixth grade need to eat a variety of foods each day in order to get all the nutrients and calories they need to grow and stay healthy. How much your child should eat depends on several factors:

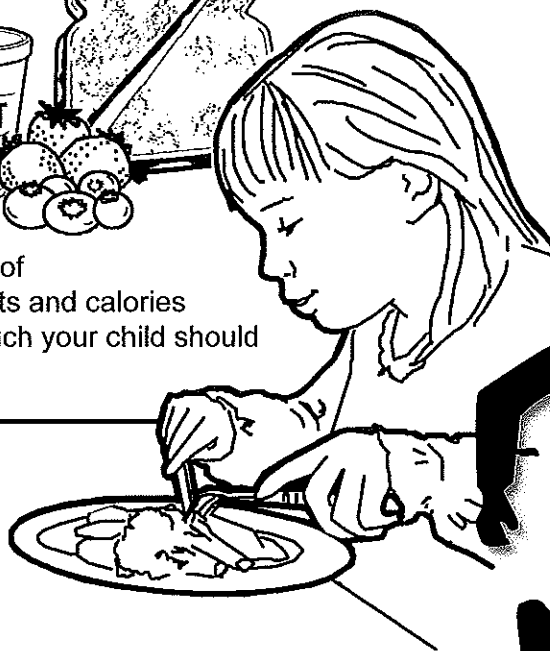
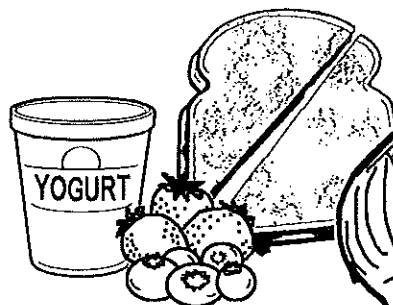
- **Age:** Older children often need to eat more than younger children.
- **Gender:** Boys often need to eat more than girls.
- **Physical activity:** Children who get more physical activity each day need to eat more than those who are not as active.
- **Height and weight:** Larger children often need to eat more than those who are smaller.

Your child has learned exactly how much to eat by looking up his or her Daily Food Plan. It tells how much to eat from each of the five food groups. Ask your child to show you his or her Daily Food Plan or visit [www.ChooseMyPlate.gov](http://www.ChooseMyPlate.gov) to create a plan for everyone in your family.

**Many sixth grade children need 2200 calories each day. This diet should include:**

- 7 ounces of grains; half of these should be whole grain
- 3 cups of vegetables
- 2 cups of fruits
- 3 cups of low fat or fat-free dairy products
- 6 ounces of protein foods

If your child is not very active or is larger or smaller than average, he or she will need to eat more or less.



### How Much Physical Activity Should My Child Get?

Children of all ages need to be moderately or vigorously active for at least 60 minutes every day. Being active helps your child:

- Build strong muscles and bones
- Learn
- Have more energy
- Feel good about him or herself
- Have fun

Physical activity can be a fun way for families to spend time together. Plan a walk after dinner or play ball together. Dance to music on the radio or climb stairs together. Your example will encourage your child to be physically active for life.

# How Much Should My Child Weigh?

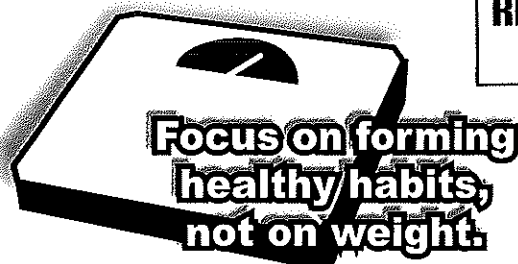
Children in sixth grade are growing rapidly or about to begin their growth spurt. Many children worry about their changing bodies. It is best to focus on forming healthy habits, not on weight.



## HEALTHY

These are **healthy** ways to manage weight:

- Eat a variety of healthy foods to include all nutrients.
- Cut out high-fat and high-sugar foods.
- Be more active.
- Eat breakfast.
- Make healthy selections when eating out.
- Watch portion size.
- Drink water or low-fat milk, not soda.
- Lose weight slowly.



## UNHEALTHY

These are **unhealthy** ways to manage weight:

- Follow fad diets, such as a low-carbohydrate, vegetable-only, or all-meat diet.
- Limit calories too much.
- Obsessively restrict fat.
- Develop eating disorders.

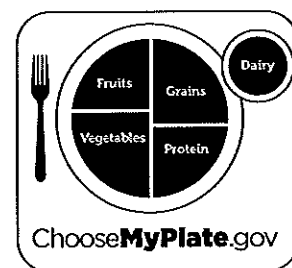
If you are concerned about your child's weight, be sure to talk to your health care provider. Never put your child on a restricted diet without medical help.

## Family Resources

To learn more about helping your child eat healthy, play hard, and maintain a healthy body weight:

- Create a Daily Food Plan for healthy eating and physical activity online at [www.ChooseMyPlate.gov](http://www.ChooseMyPlate.gov).
- Read "Healthy Kids, Healthy Weight" online at [www.mmhclearinghouse.org](http://www.mmhclearinghouse.org).

Have fun as a family by taking the "Portion Distortion Quiz" on the Department of Health and Human Services, National Institutes of Health, National Heart, Lung, and Blood Institute website at <http://hp2010.nhlbi.nih.gov/portion>.





## Assessment Rubric for Skill Development: What Would You Tell This Friend?

### Elements in the Lesson

- Describe any nutrition challenges this person has.
- Describe any physical activity challenges this person has.
- Describe any weight or body image challenges this person has.
- Develop eating and physical activity habits you would recommend to help this person have a healthy weight and a good body image.
- Develop a sample one-day menu and physical activity plan to demonstrate your recommendations using the Daily Food Plan for this person.

The following rubric can be used for assessing student skill development. The student has demonstrated the following elements of this skill through role play, written assignments, or classroom activities.

1	2	3	4	Comments
Some of the dietary, physical activity, and weight or body image challenges are identified, but there are inaccuracies. Few eating and physical activity recommendations are identified, and there are inaccuracies. A sample one-day menu and physical activity plan is partially developed, and some of the suggestions on the plan are inappropriate.	All of the dietary, physical activity, and weight or body image challenges are identified, but there may be some inaccuracies. Some of the eating and physical activity recommendations are identified, but there may be some inaccuracies. A sample one-day menu and physical activity plan is developed, but some of the suggestions may not be appropriate.	All of the dietary, physical activity, and weight or body image challenges are identified. Eating and physical activity recommendations are identified. A helpful and balanced, sample one-day menu and physical activity plan is developed.	All of the dietary, physical activity, and weight or body image challenges are clearly and completely described. Eating and physical activity recommendations are clearly and completely described. A detailed, helpful, and balanced, sample one-day menu and physical activity plan is developed.	



## What Would You Tell This Friend?

### Elements in the Lesson

- Describe any nutrition challenges this person has.
- Describe any physical activity challenges this person has.
- Describe any weight or body image challenges this person has.
- Develop eating and physical activity habits you would recommend to help this person have a healthy weight and a good body image.
- Develop a sample one-day menu and physical activity plan to demonstrate your recommendations using the Daily Food Plan for this person.

The following rubric can be used for assessing your skill development in describing nutrition and physical activity challenges and your ability to make recommendations that would help a person stay healthy. You may have demonstrated the elements of this skill through role play, written assignments, or classroom activities. Write any ideas or thoughts you have in the "Comments" column.

1	2	3	4	Comments
I identified some of the dietary, physical activity, and weight or body image challenges, but there are inaccuracies. I identified few eating and physical activity recommendations, and there are inaccuracies. I partially developed a sample one-day menu and physical activity plan. Some of the suggestions on the plan are inappropriate.	I identified all of the dietary, physical activity, and weight or body image challenges, but there may be some inaccuracies. I identified some eating and physical activity recommendations, but there may be some inaccuracies. A sample one-day menu and physical activity plan is developed, but some of the suggestions on the plan may not be appropriate.	I identified all of the dietary, physical activity, and weight or body image challenges. I identified eating and physical activity recommendations. I developed a helpful and balanced, sample one-day menu and physical activity plan.	I clearly and completely described all of the dietary, physical activity, and weight or body image challenges. I clearly and completely described eating and physical activity recommendations. I developed a detailed, helpful, and balanced, sample one-day menu and physical activity plan.	

